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ABSTRACT

The aim of the Texas Child Migrant Program is that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of migrant children. Objectives of the program are (1) to provide assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children, (2) to develop and conduct staff development programs for personnel in the Texas Child Migrant Program, (3) to cooperate with other state education agencies in improving educational programs and in developing record transfer systems for migrant children, and (4) to coordinate the activities of cooperating agencies serving migrant children in Texas. The Texas Plan for direct assistance to local education agencies for special educational programs for children of migrant agricultural workers consists of a child migrant school program, a child migrant preschool program, a demonstration school, staff and program development, a Texas migrant educational development center, summer institutes for migrant school personnel, an interstate cooperation project, and summer school programs for migrants. (JH)

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TEXAS CHILD MIGRANT PROGRAM

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Migrant & Preschool Programs
Texas Education Agency
Austin, Texas
December 1970

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PREFACE

This bulletin is published as a source of information for school districts participating in the Texas Child Migrant Program and for others interested in the education of migrant children. This publication is not exhaustive and is intended as a supplement to other Agency bulletins, including An Administrative Guide for Programs for the Education of Migrant Children and A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children.

It is the desire of the Agency that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of the migrant children in Texas.

The Definition of a Migrant Child

United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

Objectives of the Program

The staff of Migrant and Preschool Programs of Texas Education Agency administers the Texas Child Migrant Program for the children of migratory agricultural workers. Only migrant children enrolled in an educational program of a local public or non-public education agency may participate.

The broad objectives of the Program are:

- To provide assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.
- To develop and conduct staff development programs for personnel in the Texas Child Migrant Program.
- To cooperate with other State Education Agencies in improving educational programs and in developing record transfer systems for migrant children.
- To coordinate the activities of cooperating agencies serving migrant children in the State of Texas.

Description of Program

The Texas Child Migrant Program is an integral part of public school education in Texas. Two requirements set forth by the Texas Education Agency in Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Revised), are especially applicable to the educational program for the migrant child.

Principle VI: "There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school, and out-of-school children and youth."

Principle VIII: "The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms."

In order for schools serving migrant children to meet the State's standards, the State Board of Education authorized the Texas Education Agency to develop the Six-Month*, Extended Day Program.

With the increase in 1970-71 to 180 instructional days and 190 teacher work days required in the Minimum Foundation Program, the Six-Month Program became the Seven-Month Program to provide an equivalent number of hours of instruction time for migrant children. See below.

TABLE I — Hours of Instruction Time

Programs	Grades 1-2	Grades 3-8
Six-Month	780	1,050
Minimum Foundation	780	1,050
Seven-Month	804	1,080
Minimum Foundation	804	1,080

* The term Six-Month was used generally; however, the programs were in operation six and one-half months per year.

During 1970-71, twenty school districts are operating the Seven-Month Program which was designed:

To provide Minimum Foundation funds for additional classroom teachers to retain the desired teacher-pupil ratio during periods of peak enrollment

To pay teachers in the Seven-Month Extended Day Program a salary equal to that paid in the Ten-Month Program

To make available to the participating schools all State-adopted textbooks needed, without regard to grade placement of pupils.

Under the Elementary and Secondary Education Act, Title I Migrant Amendment, Texas Education Agency assists local school districts in offering migrant children improved academic programs strengthened by various ancillary services. Both the school districts participating in the Seven-Month Program and districts not participating in the Seven-Month Program offer Enrichment Programs which are designed:

To provide special teachers to work with small groups to expand oral language and to meet special needs of remediation and of cognitive development either during the regular school day or after school

To provide health and other ancillary services, as needed

To provide for field trips and other cultural enrichment activities.

In both the Seven-Month and the Enrichment Components, the objectives for change in the Instructional Program and in ancillary and cultural enrichment offerings are similar. The distinctive difference is an administrative one. The school districts in the Seven-Month Program are allotted additional classroom teachers under the Minimum Foundation Program during the peak enrollment period; the school districts in the Enrichment Program do not receive additional Minimum Foundation funds for employing classroom teachers.

Within the framework of guidelines formulated by the United States Office of Education pursuant to the Migrant Amendment, Title I Elementary and Secondary Education Act of 1965, and the Texas Education Agency, each school district designs a local program based on the identified needs of the migrant children to be served.

All Migrant Program schools provide for developmental and remediation programs, for health and other ancillary services, and for a variety of enrichment activities. All schools provide for in-service training for personnel, including programs to improve instructional methods and techniques and to develop awareness of the psychological and sociological factors affecting cognitive processes. All schools include in their plans provisions for development of closer home-school relationships. All schools may request funds for the employment of special professional personnel and para-professional aides, the number being dependent on the priority of needs in the individual school.

Project Activities
1963-1971

The State Board of Education, the Commissioner of Education, and other Texas educators have, for many years, sought ways to improve the education of migrant children. Meanwhile, the patterns and practices of mobile families have continued on a course diverging progressively from the course of the traditional school program.

In an attempt to find ways of providing leadership in bringing the school and the migrant into a cooperative effort for education, the Texas State Board of Education in 1962 requested that R. P. Ward, a former superintendent of public schools in Edinburg, Texas, make a survey to determine the number of migratory children in Texas and their patterns of migration. Although Mr. Ward did not receive complete returns from all school districts surveyed, those districts returning the questionnaires reported 48,775 migrant children enrolled in Texas public schools. On January 7, 1963, as a result of the survey, the State Board of Education approved the appointment of a commission to consider more effective ways of educating migrant children. The commission, working with the staff of the Texas Education Agency, proposed a Six-Month School Program. The resulting program with a longer daily schedule and fewer holidays provided for instructional hours equivalent to the instructional hours required in the Nine-Month Program.

The State Board of Education adopted the report of the commission, and in September 1963 five school districts in the lower Rio Grande Valley began the Texas Project for the Education of Migrant Children with a combined enrollment of 3,000 students. A committee composed of selected public school personnel and representatives of the Texas Education Agency developed a curriculum guide and a supplemental reading guide. Through the State Minimum Foundation Program, Texas Education Agency designed a formula for allocating teachers on the basis of peak enrollment figures rather than on the customary basis of average daily attendance.

The evaluation at the end of the first year revealed that the students participating in the program had made gains in academic growth and social adjustment comparable to those made in the Nine-Month Program by full-time students with similar backgrounds. Also, it revealed a positive acceptance of the Program by teachers, parents, and community leaders.

At the end of the second year it was evident that if the effectiveness of the Program were to be truly tested additional funds were needed. Consequently, in 1965, the Texas Education Agency through the Governor's Office, made application to the United States Office of Economic Opportunity and received a grant of $3,312,936. Those funds provided for the operation of special programs in twenty additional schools. (See Table II) The Program schools provide additional professional personnel, teacher aides, lunches and snacks, clothing, medical examinations, and medical follow-up for children needing those services.

Technological changes affecting production and harvesting of crops led to the assumption even before 1963 that within a few years there would be a significant decrease in the number of migratory agricultural workers. Although changes have occurred in kinds and numbers of jobs available in other states, almost the same number of families from Texas continue to migrate seeking employment, seeing no alternative to their migratory life style.

The number of migrant children in any one school may vary significantly from year to year but the number of programs and the number of migrant children participating has increased steadily. The pilot project for 3,000 migrant children has become an on-going program which in 1970-71 will involve approximately 45,000 school age children of migratory workers. Table II shows the numerical change from 1963-1970.

TABLE II Growth of Migrant Program

Year	Number of School Districts		Number of Migrant Children Enrolled
	Six Month	Enrichment	
1963	5		3,000
1964	10		6,000
1965	20	20	20,000
1966	20	20	20,000
1967	20	25	25,000
1968	20	45	35,000
1969	20	63	40,000
1970	20*	79	55,000**

* Designation changed to Seven-Month in 1970
** Projected figure which includes the summer programs

On January 1, 1967, funds for the education of migrant children became available under Title I Migrant Amendment to the Elementary and Secondary Education Act of 1965, Public Law 89-10 and replaced funds previously granted through the Office of Economic Opportunity. With funds provided by that Act, participating schools have purchased instructional materials and equipment, employed additional teachers, teacher aides, and special service personnel, expanded in-service programs, and have offered more comprehensive health, food, and clothing services.

During 1967-68 the Texas Child Migrant Program served approximately 25,000 of the estimated 85,000* migrant children in the State of Texas.

Twenty additional school districts participated in the Enrichment Program during the 1968-69 school year, making a total of sixty-five schools providing supplementary programs for migrant children. These school districts served approximately 35,000 migrant children.

Seven school districts began Enrichment Programs in the 1969-70 school year, making a total of seventy-one projects participating in programs which provided supplementary instructional and ancillary services for approximately 40,000 migrant children in Texas. During that year the participating schools enlarged their preschool summer programs, as well as their educational and vocational programs for junior and senior high school to meet the needs of more children. The various components are described below.

The Texas Plan

The Texas Plan for direct assistance to local education agencies for special educational programs for the children of migrant agricultural workers consists of several components.

CHILD MIGRANT SCHOOL PROGRAM

Ninety-nine school districts receive direct and indirect assistance funding under the Elementary and Secondary Education Act Title I Migrant Amendment to operate supplementary instructional and ancillary programs for migrant children. Twenty of those school districts operate the Minimum Foundation Program Seven-Month School.

The programs primarily serve children in grades 1-9, but twenty-four projects also have implemented programs to serve children in grades 10-12. Professional and non-professional instructional personnel, instructional materials and equipment, ancillary personnel, ancillary services, and other supportive elements are offered within the scope of the total program. Each school provides all migrant children participating in the program meaningful instructional activities that are supplementary to the regular school program and that are based on identified needs of migrant children.

* This estimate is based on the report on Texas Migrant Labor (1966) prepared by the Good Neighbor Commission of Texas and on a study of migration made by A. R. Ramirez, Director of Migrant Affairs, Texas Office of Economic Opportunity (January 1966).

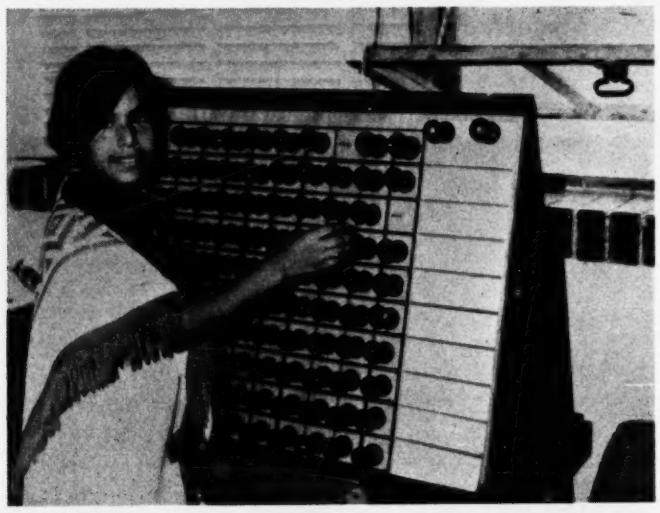
  See also the sample survey, Evaluation of Migrant Educational Program, prepared by Southwest Educational Development Laboratory, June 1968.

CHILD MIGRANT PRESCHOOL PROGRAM

Texas has had a summer program for non-English speaking preschool children since 1959. To help local education agencies meet the needs of migrant children, the State, during 1967-68, made funds available for preschool classes during the regular school year while migrants are in Texas.

Because many school districts were already operating at full capacity, facilities for preschool units were not available. Texas Education Agency received approval from United States Office of Education to enable certain local education agencies to construct facilities and implement 40 preschool units in the spring of 1968. An additional 138 preschool units were constructed in the summer of 1968, making a total of 178 units for 1968-69, serving approximately 3,500 preschool five and six year old migrant children. During the summer of 1969, twenty-nine additional units were funded. This provided for the 1969-70 school year a total of 207 units to serve approximately 4,000 eligible migrant children. The classes, which will continue for a period of at least seven months, operate within a curriculum structured to provide for development of an adequate command of oral English, for cultural and educational enrichment, and for development of concepts. During 1967-68 Region I Education Service Center, Edinburg, Texas, under a grant from the United States Office of Education, Department of Health, Education, and Welfare, began a curriculum revision project for first year non-English speaking pupils. With the permission of the California State Department of Education, the staff of Region I Education Service Center used as the core of their curriculum a series of lessons initially labled Project H-200 and now known as Teaching English Early, developed at the University of California at Los Angeles and at the California State Department of Education, under a grant from the United States Office of Education. The kit assembled for preschool migrant classes by Region I, under contract to Texas Education Agency, includes the language lessons, a set of recorded language cards, pictures and objects for visual aids, drills, games, and

records of songs and stories in Spanish and in English. The supplementary materials are correlated with the language lessons to reinforce and expand the child's use of oral English.



DEMONSTRATION SCHOOL

Central Elementary School, McAllen, Texas, where a Six-Month Program had been in operation for four years, was designated as an experimentation and demonstration center for migrant education in 1967. Texas Education Agency, McAllen Independent School District, Southwest Educational Development Laboratory, and Region I Education Service Center are coordinating resources in the development of innovative programs for migrant children. The programs at Central Elementary School have been developed in the areas of early childhood education, bilingual education, English as a second language, inservice training, closed circuit television teaching, and the utilization of teacher aides.

STAFF AND PROGRAM DEVELOPMENT

In January 1966 funds were allocated for local and area workshops and for dissemination of pertinent information to further the coordination of instructional activities in Texas with similar activities being conducted in other states. The staff of the Migrant and Preschool Programs, Texas Education Agency, in cooperation with Regional Education Service Centers, assists local education agencies in the development of sound programs in migrant education and in teacher training activities.

Since traditional techniques, methods, and materials have not proved effective in teaching migrant children, program development emphasizes innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school. In addition to Texas Education Agency and Regional Education Service Center personnel, nationally recognized specialists serve on a consultative basis to assist in the

development of programs and in teacher-training activities. Staff and program development activities include:

- Annual Workshop for personnel in Child Migrant Programs, held in Lubbock, Texas, in August and in McAllen, Texas, in October
- Training of Regional Education Service Center personnel
- Assisting Regional Education Service Center personnel in conducting workshops and seminars in local school districts
- Conducting classroom visitation in program schools
- Conducting demonstration teaching in program schools
- Conducting periodic review of Child Migrant Program in the local school districts
- Education Service Center consultants working with local education agency personnel
- Summer institutes for Child Migrant personnel.

TEXAS MIGRANT EDUCATIONAL DEVELOPMENT CENTER

Beginning in 1968 Texas Education Agency contracted with Southwest Educational Development Laboratory, Austin, Texas, to conduct a survey to determine the number of migrant children in Texas schools, to develop and field-test curricula relevant to the special needs of migrant children as determined by research, to evaluate current migrant programs, and to develop a model secondary program for use in the education of migrants. Under the terms of the contract the Center is developing plans for approaches which may prove more effective than the Seven-Month Program. The Center is also developing new materials and is adapting existing materials that are especially applicable for the migrant child. As a part of the contract, the staff of the Center will train selected personnel of Texas Education Agency, of Regional Education Service Centers, and of local education agencies in the use of the new curricula. The personnel so trained will then be responsible for conducting staff development in-service training in order that the new programs may be initiated and utilized by the classroom teachers in the Child Migrant Program.

SUMMER INSTITUTES FOR MIGRANT SCHOOL PERSONNEL

In 1966 Pan American College, Edinburg, Texas, and Texas A & I University, Kingsville, under contract with Texas Education Agency, conducted the first Summer Institutes designed especially for teachers and administrators employed in school districts serving migrant children. Special emphasis was placed upon sociological and psychological factors affecting the learning processes.

In 1967 the two institutions again offered Summer Institutes for teachers, supervisors, and administrators, using the English Language Service Materials on teaching English as a second language. In that year, both Pan American and A & I offered the first Summer Institute for teacher aides.

In the third year of Summer Institutes for teachers, supervisors, and administrators from schools participating in educational programs for migrant children, both Pan American College and A & I University offered courses stressing ways to develop oral language in disciplines other than language arts. They also offered for the second year Summer Institutes for teacher aides, offering courses with six hours undergraduate credit each six weeks.

In 1968, two additional Institutes provided specialized training for specific components of the Child Migrant Program: preschool and bilingual education. The University of Texas at Austin conducted a Summer Institute in 1968 for 30 preschool teachers and 18 aides who were preparing for employment in Texas migrant schools during 1968-69.

Southwest Educational Development Laboratory conducted an Institute in Bilingual Education (1968) for twenty-nine teachers on the campus of Central Elementary School in McAllen, using the facilities of the Migrant Demonstration School there.

During the summer of 1969 with the cooperation of Texas Technological University, Region I Education Service Center in Edinburg, and Region XVII Education Service Center in Lubbock, an even greater variety of training programs became available. Also, Texas A & I University in Kingsville, The University of Texas in Austin, and Pan American College in Edinburg conducted programs varying from two to six weeks in duration for a total of 625 migrant school personnel including administrators and supervisors; preschool, elementary, and high school teachers, and teacher aides.

Southwest Educational Development Laboratory conducted an Institute in Migrant Parent-School-Community Involvement and Parent Education for twenty professional personnel from ten school districts in preparation for the implementation of new programs.

In the summer of 1970, Texas A & I University, Kingsville, Region I Education Service Center, Edinburg, Region XVII Education Service Center, Lubbock, and Southwest Educational Development Laboratory, offered more varied programs. These Teacher Training Institutes designed programs to assist administrators, teachers, and teacher aides in increasing their competencies in areas dealing with child migrant education. The areas of concern were:

- Identifying needs of migrant children and designing programs to meet these needs
- Teaching English as a second language
- Bilingual education
- Designing appropriate preschool programs
- Exploring role of instructional aides working directly with children
- Elementary life science with special emphasis on laboratory involvement
- A course in IPI mathematics

INTERSTATE COOPERATION PROJECT

In 1966, Texas Education Agency entered into an Interstate Cooperation Project to share with other states in the search for solutions to the problems of education of migrant children and to develop an Interstate School Record Transfer System. Twelve states, selected on the basis of the number of Texas workers who migrate to those states for agricultural employment, were hosts to twenty-four teachers from Texas Child Migrant project schools.

During the summer of 1966, Texas teachers, two in each of the twelve states, worked with representatives of the State Department of Instruction of the host state, visited programs for migrant children, talked with employers of migrants, called on parents in the labor camps, and exchanged ideas and information with those interested in the education of migrant children. In August the participants met in Austin to share reports with each other and with Texas Education Agency Migrant and Preschool Programs staff. Later many of the participants served as consultants for local and area workshops and seminars.

In 1967 six additional migrant stream states joined in the Interstate Cooperation Project, a total of eighteen cooperating states. Again twenty-four teachers from Texas migrant schools, some of them teachers for the second year, spent the summer in a program of exchange of ideas and information. The Texas teachers and the personnel in the host states gained in understanding of the problems encountered by the school-age migrant and worked toward the development of improved educational opportunities for migrant children.

In 1968, 1969, and 1970 the project again involved eighteen migrant stream states and twenty-four teachers from Texas, continuing the Interstate Cooperation Project in an effort to offer a sequential educational program to migrant children.

FILM FOR DISSEMINATION PURPOSES

Texas Education Agency has available for dissemination a film concerned with migrant education in Texas. "Education for Migrant Children" presents an overview of the operation of the Texas Child Migrant Program and is available in both English and Spanish.

MIGRANT MEDIA CENTER

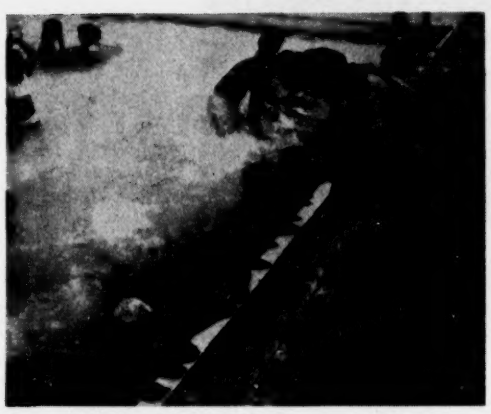
This component, initiated in 1968, provides for audio-visual materials coordinated with the curriculum offered in the Child Migrant Program schools. Under contract to Texas Education Agency, Region I Education Service Center in Edinburg, Texas, serves as a central source of supply for participating schools and is responsible for purchase, distribution, and maintenance of materials. The audio-visuals coordinator of Region I Education Service Center is responsible for in-service training for the local school district audio-visuals coordinators to provide maximum effectiveness.

REGIONAL EDUCATION SERVICE CENTERS

Seven of the twenty Regional Education Service Centers funded by Texas Education Agency are located in areas of high concentration of migrant children. The seven centers provide assistance in the development of programs and in the use of instructional materials for migrant program schools and aid in staff development through a variety of in-service training activities.

SUMMER SCHOOL PROGRAMS FOR MIGRANTS

For those pupils who have migrated since January 1, 1967, special educational and recreational programs were operated in thirty-nine of the seventy-one participating school districts during the summer of 1970. The programs included oral language development, reading, social studies, science, and mathematics, all presented with techniques and methods significantly different from those used during the regular school year. The summer programs emphasize oral expression, arts and crafts, and swimming and other types of recreation.



Texas Migrant Project Schools 1970-71

School District	Grade Levels	Estimated No. of Students	Superintendents
Abernathy	1-8	186	Delwin Webb
Alice	K-12	445	Dewey G. Smith
Beeville	K-12	266	A. A. Roberts
Brownfield	K-8	385	W. O. Caraway
Brownsville	K-12	1,342	James T. Ogg
Carrizo Springs	K-8	679	W. S. Taylor
Cotulla	K-8	207	C. R. Landrum
Crystal City	K-12	1,540	Angel Gonzalez
Del Rio	K-12	390	P. A. Tanksley
Dilley	1-8	210	C. E. Roberts
Dimmitt	K-8	465	Charlie White
Donna	K-12	1,530	Philip Fowler
Eagle Pass	K-8	1,014	Louis Bernal
Edcouch-Elsa	K-12	1,260	A. W. Bell
Edgewood	1-8	513	Jose A. Cardenas
Edinburg	K-12	2,536	R. S. Evins
El Campo	1-6	85	George E. Thigpen
El Paso	K-6	131	H. E. Charles
Ennis	K-5	200	Forrest E. Watson
Floydada	1-6	216	A. E. Baker
Georgetown	K-12	150	Jack Frost
Gregory-Portland	1-8	42	W. C. Andrews
Hale Center	K-7	260	John Criner
Harlingen	K-12	1,742	James I. Thigpen
Hart	K-8	210	Ted Averitt

School District	Grade Levels	Estimated No. of Students	Superintendents
Haskell-Knox Coop.*	1-8	630	Thomas Lawrence
Hereford	K-8	1,656	Roy Hartman
Hidalgo County	K-8	280	M. R. Smith
La Feria	K-8	437	C. E. Vail
La Joya	1-8	402	Luther Pearson
Lamesa	K-8	355	Alvin R. Cannady
Lampasas	1-8	170	Norman Hall
Laredo	K-6	1,000	J. W. Nixon
Lasara	K-8	105	E. H. Lorfing
Levelland	K-8	390	W. T. Vardeman
Lockney	K-9	165	John P. Mason
Lorenzo	1-8	97	Patrick Deviney
Los Fresnos	K-8	290	G. C. Shanks
Lubbock	K-6	620	Ed Irons
Lyford	K-8	440	E. H. Trolinger
Mathis	1-8	303	Olan McCraw
McAllen	K-12	1,627	Rodney D. Cathey
Mercedes	K-12	1,395	N. K. Fitzgerald
Midland	K-9	200	James Mailey
Mission	K-12	1,246	Kenneth White
Monte Alto	K-8	76	Enrique Mendiola
Muleshoe	K-8	418	Neal B. Dillman
Olton	1-8	100	Joe Turner
Orange Grove	1-12	78	John R. Slater
Pearsall	1-8	267	Wayne T. Wise

* Anson, Benjamin, Comanche, De Leon, Goree, Knox City, Munday, O'Brien, Paint Creek, Rochester, Rule, Sweetwater, and Weinert School Districts

School District	Grade Levels	Estimated No. of Students	Superintendents
Petersburg	K-8	180	J. N. Wilson
Pharr-San Juan-Alamo	K-12	3,100	Dean Skiles
Plainview	K-8	695	Glenn Harrison
Poteet	K-8	199	Morris Jennings
Progreso	K-8	160	Roger W. Jones
Raymondville	K-9	620	William G. Burden
Rio Grande City	K-12	1,041	S. P. Cowan
Rio Hondo	K-9	180	Pete Kroll
Robstown	K-8	570	W. N. Corder
Roma	K-12	800	C. T. Shelton
San Antonio	1-8	800	Harold H. Hitt
San Benito	K-12	1,879	John F. Barron
San Diego	K-8	205	B. P. Taylor
San Felipe	K-12	585	Homer C. Sigala
San Marcos	K-5	60	Gordon Harmon
San Saba	1-8	127	J. C. Petty
Santa Rosa	K-6	215	Melvin White
Sinton	K-8	155	J. D. Carlisle
South San Antonio	K-8	376	Joe C. Hutchinson
Southwest (S.A.)	K-12	264	Bennie F. Steinhauser
United Consolidated	K	20	Don Hughes
Uvalde	K-8	580	R. E. Byrom
Victoria Coop.*	K-12	272	Dennis Grizzle
Waelder	K-12	147	Jack N. Gray
Weslaco	K-8	1,840	Otto Longlois

* Bay City, Goliad, Karnes City, Kenedy, and Yorktown School Districts

School District	Grade Levels	Estimated No. of Students	Superintendents
West Texas Coop.*	1-12	543	J. W. Donaldson
Whitharral	1-8	84	Archie Sims
Zapata	K-12	368	Antonio Molina

* Alpine, Balmorhea, Candelaria, Ft. Stockton, Pecos, and Presidio School Districts